Research Talk Inc.

UNC | ODUM INSTITUTE FOR RESEARCH IN SOCIAL SCIENCE

**17th Annual
Qualitative Research Summer Intensive
July 27 – 31, 2020
at the Carolina Inn in Chapel Hill, NC**

Hosted by:
ResearchTalk, Inc.
in partnership with
the Odum Institute at UNC

Course Descriptions (Organized by Date)

JULY 27-28 (two-day courses)

Course: *Coding and Analyzing Qualitative Data*
Scholar Instructor: **Johnny Saldaña**
Dates: **Monday-Tuesday, July 27-28**
Being in conversation with qualitative data can include identifying ideas that spark meaning, insight, and sense-making. This two-day workshop focuses on a range of selected methods of coding qualitative data for analytic outcomes that includes patterns, processes, causation, categories, and diagrams. The workshop will address:

- Various coding methods for qualitative data (with an emphasis on interview transcripts)
- Analytic memo writing
- Heuristics for thinking qualitatively and analytically

Manual (hard copy) coding will be emphasized with a discussion of available analytic software for future use. Workshop content is derived from Saldaña's *The Coding Manual for Qualitative Researchers* (3rd ed., 2016, Sage).

Course: *Fundamentals of Grounded Theory*
Scholar Instructor: **Elizabeth Creamer**
Dates: **Monday-Tuesday, July 27-28**
This practical, interactive course introduces informed approaches to generating a grounded theory. For the purposes of designing a qualitative research project and analyzing the often-puzzling findings that emerge, we introduce constructivist approaches to grounded theory as a means to provide the

scaffolding to think theoretically about your work. We will discuss strategies for collecting and analyzing data as grounded theorists. A series of in-class activities will help participants develop and/or refine a theoretical framework that is tailored to a local context. We present grounded theory as a process that sets the stage for further qualitative and quantitative research and that informs the work of scholars in dynamic practice-oriented fields—such as education, nursing, health, business, human development, and information systems.

Topics addressed in the course include:
1. Using an emergent theoretical framework to design a grounded theory research project.
2. Grounded theory approaches to data collection.
3. Coding and memo writing practices in grounded theory.
4. Theoretical sampling and saturation.
5. Inter-weaving qualitative and quantitative data throughout the process.
6. Using a theoretical framework to create a coherent storyline to explain a variety of outcomes, including those that are unanticipated.
7. Incorporating the literature and existing theories.

Participants are invited to bring a study idea and/or a preliminary sketch of a conceptual framework to explore during the workshop. Material for the course comes from an in-progress textbook to be published by Routledge in 2021, *Advancing Grounded Theory with Mixed Methods*, and refer to two publications on mixed method approaches to grounded theory by the course instructor.

Course: ***Mixed Methods: Bridging Qualitative and Quantitative Methods and Results***
Scholar Instructor: **Alison Hamilton**
Dates: **Monday-Tuesday, July 27-28**
A researcher or research team pursues a mixed methods approach to understand a given topic or phenomenon more deeply when numbers or narratives alone do not provide a complete picture. Combining qualitative and quantitative approaches can enhance conversations about theory and/or inform the evolution of practice and policy. This complex and demanding research paradigm requires knowledge, skill, and expertise in quantitative and qualitative methods, as well as the art of carefully integrating the approaches to and findings from each mode of inquiry.

This course focuses on strategies, tips, and best practices to accomplish this integration in accessible and effective ways, including:
- Rationales to guide decision-making related to study design and execution.
  For example:
    o Will the qualitative and quantitative data collection efforts occur concurrently or sequentially, and why?
    o Will either the qualitative or quantitative be privileged or will each contribute equally to answering the research questions and generating the project's final products?
    o How can the mixed methods study be designed to maximize the potential for synergy among the different types of data?
- Conceptual, theoretical, and/or logic models as roadmaps to set the stage for and guide integration
    o How can the model—and the language of the model—be developed to reflect

interdisciplinary inputs?
- Analytic strategies that advance frameworks and dynamic processes of connecting, building, merging, embedding, and bridging.
  For example:
  - The power and role of using data displays and visual diagramming during the analytic process
  - How can tensions in mixed methods results be addressed creatively, to foster meaningful products?

Course: **_Qualitative Problem Solving_**
Scholar Instructors: **Kevin Swartout and Ray Maietta**
Dates: **Monday-Tuesday, 27-28**
The course will be based on challenges presented to us by course participants. We will check in with participants to ask them to send us unique problems they are currently dealing with in a qualitative project, or have dealt with in the past. Drs. Maietta and Swartout will craft the course agenda and content from the collective issues raised in pre-correspondence with participants. The course will follow the timeline of a qualitative project, beginning with issues of design and data collection, following through analysis and presentation. Unlike many professional development courses, this course will not follow a set of scripted PowerPoint slides. Group problem solving and activity sessions will combine with advice from the instructors to shape qualitative mindsets to enhance your work.

Throughout the course, the instructors will suggest and create resources for participants. These materials will comprise a resource packet to be sent to participants after the course is completed.

Note: this is a limited enrollment course.

Course: **_Qualitative Research Methods: Collecting Evidence, Crafting Analysis, Communicating Impact_**
Scholar Instructor: **Sarah Tracy**
Dates: **Monday-Tuesday, 27-28**
This workshop will provide an overall orientation and introduction into qualitative research. It will address the unique value of qualitative approaches as well as fundamental aspects of qualitative research design such as titling a project, crafting research questions, and determining an appropriate context or sample for the research. Participants will learn how to create interview guides, engage in fieldwork, and engage in high quality research. Activities will include mock interviews, fieldnote writing, and practicing photo-voice. The workshop is ideal for students, professors, or professionals who are relatively new to qualitative research, those who want to understand the special value of qualitative research compared to quantitative research, or need a refresher as they are engaging in a new project or teaching others. Participants will leave the workshop with a qualitative mindset, knowing how to engage the basic parts of a qualitative project, and understanding how to avoid and deal with common qualitative challenges.

Anticipated outcomes include the following (and will occur roughly in this order). Participants will:
- Understand the unique value of qualitative research.

- Design research questions and sampling approaches that capitalize on the value of qualitative data.
- Learn the characteristics of qualitative quality and how they are different than quantitative characteristics of validity, statistical generalization, and objectivity.
- Practice best practices related to participant observation and fieldnote writing.
- Design interview and focus group questions and role-play mock interviews.
- Be exposed to creative and artistic qualitative approaches such as photo-voice.
- Learn how to organize and prepare qualitative data for analysis.
- Be prepared to avoid and deal with common qualitative challenges.
- Hear case studies and behind the scenes tips related to Sarah Tracy's qualitative research projects (leadership, total institutions, human service workers, targets of workplace bullying, the communication of compassion).

We will accomplish all of this in a collective space of light-heartedness, dialogue, and open question and answer. The workshop is designed to leave participants feeling inspired and better equipped to understand, practice, instruct, and evaluate qualitative research methods.

Course: *Subjectivity in Qualitative Inquiry: Making Social Research Complex, Ethical, and Accessible*
Scholar Instructor: **Tony Adams**
Dates: **Monday-Tuesday, 27-28**
The subjective is flourishing in qualitative inquiry and social research. Numerous books, professional journals, and academic conferences devote time and space to topics tied to subjectivity (e.g., personal experience, identity, reflexivity), and discussions about subjectivity in qualitative inquiry have become common in many research studies and settings.

The goal of this workshop is to examine the importance and use of subjectivity in qualitative inquiry and social research, and, in particular, to show how subjectivity can make more complex and accessible social research possible. On the first day we will examine the history of subjectivity in qualitative inquiry and outline the purposes of including subjectivity in social research. On day two, we will investigate the possible ways to write subjectivity into research reports as well as possible ethical issues tied to using subjectivity in research. We will conclude by discussing ways in which concepts such as generalizability, reliability, and validity might apply to research that uses subjectivity and how to address criticism deployed at/toward research that embraces subjectivity. Both days will include many examples of and dilemmas in including subjectivity in research. Ample time will be provided for participants' questions about and experiences with including subjectivity in research.

--Researchers new to qualitative inquiry would benefit from this course because we will discuss the general purposes and practices of incorporating subjectivity into qualitative research as well as why the subjective components of research projects are important to acknowledge.

-- An experienced qualitative researcher would benefit from this course because we will discuss the current state of subjectivity in qualitative inquiry, nuanced ways to evaluate texts that use subjectivity, and contemporary ethical dilemmas of using subjectivity in research. We will also discuss future possibilities and trends for including subjectivity in research projects.

JULY 29 (One-Day Courses)

Course: ***Advancing Data Collection and Analysis in Qualitative and Mixed Methods Research with Visual Data Displays***

Scholar Instructor: **Elizabeth Creamer**

Dates: **Wednesday, July 29**

This practically oriented, hands-on course explores ways that a visual data display can be used creatively to enrich the authenticity of data collected and to advance analysis in formative ways in qualitative and mixed methods research. It extends discussion about visual methods by considering ways that a visual data display dynamically constructed with a participant, including through event timelines and spatial mapping exercises can be effective with diverse and vulnerable populations. A multi-step interactive activity involving a personal experience will illustrate ways that a joint display incorporating multiple sources of data can both reveal and explain group differences. Participants will generate ideas about the ways that a visual data display might be useful in their own project. The audience for the workshop includes those with both introductory and more advanced knowledge of qualitative and mixed method approaches in dynamic, practice-oriented fields in psychology, sociology, health, education, information systems and family studies.

Topics include:
1. Examples of visual data displays that enhance the authenticity of data collection.
2. Examples of visual data displays that advance the integration of different sources of data during analysis.
3. Characteristics of effective visual data display.

Participants will find it helpful to bring an example of a visual data display that tentatively sketches key findings from a research project. Workshop content is derived from Creamer's in-progress book to be published in 2021 by Routledge UK, *Advancing Grounded Theory with Mixed Methods.*

Course: ***Because It Was Qualitative: How to Build Unapologetic Arguments for the Strength of Our Work***

Scholar Instructors: **Tony Adams, Kevin Swartout and Ray Maietta**

Dates: **Wednesday, July 29**

This course is founded on the premise that qualitative inquiry is unique, powerful, and necessary in building knowledge that addresses human understanding, experiences, and phenomena. The course presents convincing arguments for the strength of our work as qualitative experts and offers concrete tips and approaches to qualitative practice. Drs. Adams, Maietta, and Swartout will equip you with the skills and language to become a vocal advocate for your qualitative contributions and the qualitative work you consume and share with others.

To accomplish this goal, these 4 principles must guide how you engage, evaluate and present qualitative work:
1. The strategies you use to carry out your project must align with your project questions and goals.
2. You must verify the quality of your work DURING data collection and analysis.
3. The presentation of your work must be lucid and compelling.

        a.   You must effectively build and tell your qualitative story using your data to discover and communicate your message(s).
4.   You must make a useful contribution to at least one of the following:
        a.   Theory
        b.   Practice
        c.   Policy
        d.   Future research

The course instructors will use a combination of their favorite qualitative work and their own projects to demonstrate how others have accomplished these goals and help you as you move forward with your own qualitative projects.

Course: *Moving toward Presentation and Publication: Principles and Practical Steps*
Scholar Instructor: **Sarah Tracy**
Dates: **Wednesday, July 29**

How can you present and publish your research so that it is useful and valuable to others? In this one-day course, we will tackle this question head-on, delivering principles and practical steps for publication and presentation. Among other topics, we will discuss the key aspects that go into qualitative research reports, how to deal with common challenges in publishing and presentation, and ways to frame your research for key audiences so that it is heard as interesting, significant, and valuable.

Anticipated outcomes include the following. Participants will:

- Understand the common challenges of writing qualitative inquiry for journal publication and tips for overcoming them.
- Learn how to craft key aspects of qualitative research including the abstract, rationale, literature review / conceptual framework, methods, findings, and implications.
- Consider the rule of utility in terms of how to craft the most appropriate research representation. E.g., do you want to change a policy? A theory? A practice? A politic?
- Practice how to (re)craft inductive or iterative qualitative research to fit expectations of deductive research reporting.
- Learn how to best report characteristics of qualitative quality such as reliability, significance, and ethics.
- Understand how to resonate and transfer findings from a specific project to a variety of settings – even when data are scarce or anecdotal.
- Explore a key formula for "being interesting" and significant to key audiences.
- Discuss how to incorporate artistic and visual qualitative approaches such as drawings, photos, and qualitative models.
- Examine ways to craft qualitative presentations that both SHOW and TELL.
- Know how to begin considering all of this even when the qualitative research is in progress.
- Collectively brainstorm the most receptive outlets for their research.

Target participants include those new to qualitative methods as well as those experienced who want to improve the visibility, impact, and value of their research representations. Resources for this workshop will come, in part, from S. Tracy's *Qualitative Research Methods: Collecting Evidence, Crafting Analysis, Communicating Impact* and from Sarah's history of publishing more than 90 scholarly research reports

and presenting qualitative research 300+ times to a variety of scholarly, professional, and pedagogical audiences.

Course: *Rapid Turn-Around Qualitative Research*
Scholar Instructor: **Alison Hamilton**
Dates: **Wednesday, July 29**
Rapid turn-around qualitative research depends on strategic decision-making to make data collection and analysis feasible without compromising depth of inquiry. In this vein, we build skills for being responsive to what is happening in the field—emphasizing methodological flexibility and remaining attentive to opportunities for emergent discovery. To excel at these projects, researchers must not only understand how to gain timely access to relevant settings and populations, they must also efficiently document the evolution of data collection and analysis. This serves as a bridge to preparing research products for different types of stakeholders throughout the life cycle of a project.

This course will provide participants with resources for building the foundational qualitative knowledge necessary for this work as well as strategies and tools for increasing methodological flexibility and managing the rigor of data collection and analysis.

Course: *Teaching and Learning Qualitative Research Methods Principles through Popular Film Clips*
Scholar Instructor: **Johnny Saldaña**
Dates: **Wednesday, July 29**
Mediated instruction has a longstanding tradition in education, and the power of "edutainment" in our visually-oriented, digital, and performative culture should not be underestimated or dismissed for advanced undergraduate and graduate-level classrooms. Popular film viewing offers novelty and engagement in traditional learning settings, and holds the potential to vividly instruct as well as entertain.

Popular film clips can be used to illustrate basic principles and techniques of inquiry, generate classroom discussion and related activities, clarify misunderstood concepts, and teach selected principles more effectively than conventional classroom pedagogy. Examples of film scenes and their topics include: *The Matrix* (ontology, epistemology, axiology); *Miss Evers' Boys* (research ethics); *Kinsey* (interviewing); *Fargo* (inductive reasoning); and *Experimenter: The Stanley Milgram Story* (theory).

Participants will:
- View over 25 film clips related to qualitative research methods principles
- Participate in related learning activities (e.g., discussion, categorizing, assertion development, thematic analysis)
- Share other film and media titles for recommended use
- Learn how to access related media and software for teaching resource development

This workshop is designed for novices to qualitative inquiry and instructors of qualitative research methods courses.

Course: *Translational Research: Bringing Qualitative Inquiry to the Public*

Scholar Instructor: Rashawn Ray

Dates: Wednesday, July 29

Qualitative researchers are increasingly asked to engage with public actors from journalists to policymakers. Rarely, however, are qualitative researchers given any guidance or strategies for doing so. This is puzzling considering the general public trust science substantially more than the government or media. This daylong course will provide qualitative researchers with best practices for writing op-eds, talking to journalists, doing news interviews, engaging local, state, and federal policymakers, and learning the art of qualitative data storytelling. The course also will feature a workshop style throughout the day for participants to implement best practices and receive feedback. Additionally, participants will learn strategies to leverage their public engagement for merit in their departments and organizations. People across the academic, government, not-for-profit, philanthropic and corporate researchers, as well as those outside of these industries, are welcome. Attendees should come with a topic and abstract (even if data has not been collected yet) to use throughout the course. Participants will leave with their "public voice" to better disseminate their research beyond the confines of their own organizations and industries.

Course: *Using Social Media, Software, Mobile Apps and other Digital Tools to Support Qualitative Research*

Scholar Instructor: Trena Paulus

Dates: Wednesday, July 29

This one-day course introduces participants to how both free and proprietary technologies can be used to create innovative workflows to support the entire qualitative research process. This includes becoming networked scholars through a variety of social media platforms; engaging in a paperless literature review by using cloud storage, citation management software, annotating apps and data analysis software; collecting data with mobile apps; transcribing with state-of-the-art innovations; selecting the right qualitative data analysis software; and representing findings in ways that will reach the intended audience.

Not only will participants gain a comprehensive introduction to the most recent digital tool developments as they apply to qualitative research, but, through detailed demonstrations by the instructor, they will also learn how to analyze critically the affordances and constraints of such tools and the ethical implications of their use. Course materials will be drawn from *Doing Qualitative Research with Digital Tools* (Sage, 2020).

Topics and tools will include:
- Networking through academic social media platforms (Google Scholar profiles, ORCID and ResearchGate)
- Developing a paperless literature review process using cloud storage (Dropbox), citation management software (Mendeley), annotating apps (GoodReader), and QDAS tools (ATLAS.ti 8)
- Collecting data through mobile apps (Evernote), social media sites (Twitter), and GeoDocs (Google Earth)
- Transcribing in ways that synchronize the media file with the text (YouTube), harness the capabilities of artificial intelligence (Otter.ai) and enable "hands-free" transcription (Google Voice)

- Selecting an appropriate qualitative data analysis software package (e.g. DeDoose, ATLAS.ti, MAXQDA, NVivo, Quirkos)
- Representing findings in innovative ways (Authorea, Google Docs)

The purpose of the workshop is to provide a comprehensive demonstration, rather than a tutorial, of how these digital tools can support efficient, effective, and theoretically-grounded methodological work.

JULY 30-31 (Two-Day Courses)

Course: *Analyzing Online Conversations: A Research Framework*
Scholar Instructor: Trena Paulus
Dates: Thursday-Friday, July 30-31

From social media to support groups to learning at a distance, online conversations have long been of interest to qualitative researchers in a variety of fields. Though a majority of research in this area relies on content analysis methods, this two-day course will present a variety of qualitative methods for analyzing online conversations.

We will introduce a research framework for analyzing online conversations, an approach designed to assist researchers in creating conceptually congruent research designs to answer important questions about what is happening in online conversations. More specifically, the framework will help participants learn how to:

- Identify an object of interest for investigation
- Recognize philosophical and theoretical assumptions that impact research design
- Create focused and relevant research questions
- Ensure methodological alignment across aspects of the study design
- Resolve ethical dilemmas surrounding the analysis of online conversations
- Transform online conversations into a coherent dataset
- Select appropriate technologies for working with the data
- Analyze data using thematic, narrative and discursive techniques
- Establish the quality of the findings

Course material will be drawn from *Looking for Learning, Insight and Transformation in Online Talk* (Routledge, 2019).

Course: *Framing and Maintaining a Research Agenda*
Scholar Instructor: Fred Bonner
Dates: Thursday-Friday, July 30-31

One of the most critical topics that researchers must address is how to frame and operationalize a research agenda. From developing a researchable topic to revising and resubmitting a peer-reviewed publication, understanding the complexities of navigating the research terrain is key. This course will focus on the critical steps necessary to develop an active and strategic research agenda. It is ideally targeted for those establishing an agenda in qualitative and/or mixed methods research. Participants will engage in both theoretical and practical considerations in an effort to divine strategies leading to the development of a clear and concise research agenda.

Specific objectives of the course include:
- To understand how to position and sustain a research agenda
- To understand the publication process.
- To provide participants with tools to move their research agenda forward
- To understand the importance of mentoring
- To understand the importance of and practices for establishing networks

Topics that will be addressed include:
- Framing and maintaining a research agenda
- Writing for publication
- Successful mentoring approaches
- Establishing networks
- Preparing the tenure and promotion dossier
- Skillsets to be successful in academia
- Time management and work/life harmony
- Additional topics generated by our assembled participants

Course: *Implementation Research: Using Qualitative Research Methods to Improve Policy and Practice*
Scholar Instructor: **Alison Hamilton**
Dates: **Thursday-Friday, July 30-31**
Implementation research aims to integrate research findings into practice and policy. In order to improve the quality and effectiveness of routine practice, implementation researchers collect qualitative data about the everyday behaviors and beliefs of practitioners and other professionals, stakeholders, and recipients of services. During data collection, special attention is paid to factors that both facilitate and impede effective execution and implementation of programs and service delivery. The end goal is typically to increase the likelihood of uptake, adoption, implementation, and sustainability of evidence-based practices.

To provide foundational knowledge and skill to help facilitate your own work, the course walks through critical components of building and carrying out an implementation research project:
- Developing appropriate implementation research questions and specific aims
- Determining when, why and how to apply conceptual models
- Strategizing about study design
- Selecting appropriate, feasible qualitative data collection methods
- Executing qualitative analytic strategies
- Generating timely, impactful implementation research products

The application of methodological concepts will be illustrated via examples from implementation research in the context of varied settings such as healthcare organizations, educational institutions, and communities.

Participants will be provided with materials and bibliographies to support the practice of qualitative methods in implementation research. The course will draw on material from the National Cancer Institute white paper on which Dr. Hamilton is an author: https://cancercontrol.cancer.gov/IS/docs/NCI-DCCPS-ImplementationScience-WhitePaper.pdf and from:
Hamilton, A., Finley, E. (2019). Qualitative methods in implementation research: an introduction. *Psychiatry Research*, Oct; 280:112516.

Course: *Synthesizing Qualitative Data*
Scholar Instructors: Johnny Saldaña and Matt Omasta
Dates: Thursday-Friday, July 30-31

After qualitative data have been collected and initially analyzed, we are faced with the larger task of making meaning across numerous narratives and expanding ideas. This course provides strategies for data synthesis—that is, moving into advanced qualitative data analysis and integrative theory building.

The workshop will address:
- Analytic heuristics (categories, themes, assertions, propositions, concepts)
- Analytic write-ups (memos, vignettes)
- Data analytic display-making (matrices and diagrams)
- Theory development

We will make use of an analytic synthesis chart that outlines approaches for integrating meaningful ideas and making sense of data and across data. These methods are transferable to any discipline, including business, education, social sciences, health care, etc.

Workshop content is derived from Saldaña's methods texts including *The Coding Manual for Qualitative Researchers* (3rd ed., 2016, Sage), the co-authored *Qualitative Data Analysis: A Methods Sourcebook* (4th ed., 2020, Sage), and Saldaña & Omasta's *Qualitative Research: Analyzing Life* (2018, Sage).

Course: *Using Qualitative Inquiry to Contribute to Social Justice*
Scholar Instructor: Rashawn Ray
Dates: Monday-Tuesday, July 30-31

Social scientists are trained to illuminate social problems, but rarely are we trained to identify potential policy prescriptions for the problems that we highlight. This situation is beginning to change as social scientists increasingly aim to contribute to social justice by helping to shape interventions useful to local, state, and federal stakeholders. We can use qualitative research via stories, first-person accounts, in-depth interviews, content analysis, and observations to draw attention to underlying mechanisms that define social problems. Once uncovered, deeper understanding of these mechanisms can guide large-scale surveys, direct responses to requests for proposals by private foundations and government agencies, inform policy briefs, and even influence new legislation. In this regard, it is important for qualitative researchers to think beyond simply highlighting problems in order to also develop skills that leverage our work in ways that more directly impact people's everyday lives.

We will discuss qualitative processes to better position course participants in their efforts to design and collect data specifically aimed at contributing directly to social justice. Three timely issues—obesity, racial disparities in policing, and men's treatment of women—will be paralleled throughout the course as examples of how decision-making across the methodological life of a qualitative project can be leveraged to address social problems.

The course will cover the following topics:
- Topic decision making: What part(s) of the social problem can and should be studied?
- Choosing participants: Who should the participants be? How will you gain access?

- Designing data collection strategies: For research on sensitive topics, how do you shape data collection guides? How do you obtain IRB approval? Which research methods and procedures are most ethical, efficient, and effective?
- Developing an analysis plan: How can you capture the holistic stories of participants' experiences?
- Disseminating results: How can you develop convincing arguments regarding policy and practice?
- Planning and implementing interventions: How can findings be used to inform interventions and policy prescriptions?

Course: ***Writing Effective Qualitative and Mixed Methods Research Proposals***
Scholar Instructor: **Sharron Docherty**
Dates: **Thursday-Friday, July 30-31**
This course presents pragmatic, concrete strategies for designing and writing effective and competitive qualitative and mixed-methods research proposals. We will cover principles generic to proposal design, and specific ways to communicate the aims, significance, conceptual framing, methodological details (sampling, data collection, analysis plans, and plans for optimizing validity and human subjects protections) of, and budget and budget justification for, the proposed study. We will also cover strategies for addressing those aspects of qualitative and mixed-methods research designs likely to draw concern among reviewers less familiar with them, most notably the purposeful sampling frame and generalizability of study findings.

In addition to didactic instruction, handouts, and a suggested reference list, the course will also include an interactive session where participants will have the opportunity, as time permits, to ask questions about their own proposals.

This course is appropriate for graduate students and faculty in the practice disciplines (e.g., clinical psychology, education, medicine, nursing, public health, social work) as well as researchers from other fields of study (e.g., sociology, anthropology).

Scholar Instructor Bios (Organized Alphabetically)

Tony Adams
Tony Adams, Ph.D., is Professor and Chair of the Department of Communication at Bradley University. Prior to Bradley, he was a faculty member at Northeastern Illinois University (2008-2017). In 2017, he was named the Bernard J. Brommel Distinguished Research Professor, the highest research award at Northeastern.

Dr. Adams has published more than 60 articles and book chapters and has (co)authored and (co)edited seven books including *Narrating the Closet: An Autoethnography of Same-Sex Attraction* (Routledge), *Autoethnography* (Oxford University Press), and the *Handbook of Autoethnography* (Routledge).

Dr. Adams has facilitated workshops on qualitative research at numerous institutions, including the University of Edinburgh, Texas A&M, the University of Alabama, the Autonomous University of Aguascalientes, and the Universidad de Santiago de Chile. He is a co-editor of the *Writing Lives: Ethnographic Narratives* book series (Routledge) and founding co-editor of the *Journal of Autoethnography* (University of California Press).

Fred Bonner
Fred Bonner II, Ph.D., is Professor and Endowed Chair in Educational Leadership and Counseling at Prairie View A&M University. He is formerly the Samuel DeWitt Proctor Endowed Chair in Education in the Graduate School of Education at Rutgers University. Prior to joining Rutgers, he was Professor of Higher Education Administration and Dean of Faculties at Texas A&M University-College Station. He earned a B.A. in Chemistry from the University of North Texas, an M.S. Ed. in Curriculum and Instruction from Baylor University, and an Ed.D. in Higher Education Administration & College Teaching from the University of Arkansas. Bonner has been the recipient of numerous awards, including the American Association for Higher Education Black Caucus Dissertation Award. He is the author of the recently released book *Building on Resilience: Models and Frameworks of Black Male Success Across the P-20 Pipeline* (2014, Stylus).

Elizabeth Creamer
Elizabeth G. Creamer, Ph.D., is Professor Emerita Educational Research and Evaluation in the School of Education at Virginia Polytechnic Institute and State University, where she served in a variety of faculty and administrative roles. Creamer is a research methodologist who taught graduate level research methods courses in mixed methods and qualitative approaches to grounded theory for more than twenty years. She is the author of the 2018 SAGE textbook, *An Introduction to Fully Integrated Mixed Methods Research* that introduces a framework for mixing across all phases of the research process. Under contract with Routledge, she is in the process of writing a new textbook, *Advancing Grounded Theory Development with Mixed Methods Research*. Over the course of her 35-year career, Creamer authored 4 books or monographs, 127 journal articles and book chapters, and 95 conference presentations. She led workshops about mixed methods in diverse settings, including in Vienna, Austria and Japan. Elizabeth is serving as the fifth president of the Mixed Methods International Research Association (MMIRA).

Sharron Docherty
Sharron L. Docherty, Ph.D., PNP, is an Associate Professor in the School of Nursing and in the Department of Pediatrics in the School of Medicine at Duke University. Her program of research centers on examining how chronic illness and associated life-sustaining treatments impact the short- and long-term functioning of children, adolescents and young adults, and their families, and the development, testing, and translation of interventions to address these impacts. She has methodological expertise in qualitative and mixed-methods, trajectory science and visualization methods for complex data exploration.

Dr. Docherty has served on numerous federal grant review panels, including NIH NINR-NRRC, NCI, NIMHHD, and special review panels for RFAs/PAs/FOAs (e.g., The Influence of the Microbiome on Preterm Labor and Delivery; Palliative Care Research Cooperative: Enhancing Sustainability Building, Science of Palliative Care; Improving Outcomes for Pediatric, Adolescent and Young Adult Cancer Survivors (U01); Centers of Excellence in Self-Management), as well as foundation and private review panels. She is the PhD Program Director at the Duke University School of Nursing and has taught graduate level courses in qualitative and mixed methods. She has also served as co-faculty in the Summer Institutes in Qualitative Research offered through the Center for Lifelong Learning at the University of North Carolina at Chapel Hill.

Alison Hamilton
Alison B. Hamilton, Ph.D., M.P.H., a Research Anthropologist in the UCLA Department of Psychiatry and Biobehavioral Sciences, received her Ph.D. in medical and psychological anthropology from UCLA in 2002, and her M.P.H. in Community Health Sciences from UCLA in 2009.

Dr. Hamilton is the Director of the VA-funded EMPOWER (Enhancing Mental and Physical Health of Women through Engagement and Retention) Quality Enhancement Research Initiative (QUERI), focused on improving women Veterans' health and health care through implementation science. She is the Chief Officer of Implementation & Policy at the VA Health Services Research and Development (HSR&D) Center for the Study of Healthcare Innovation, Implementation and Policy at the VA Greater Los Angeles Healthcare System, specializing in women Veterans' health, mental health services research, and implementation science. She is also PI of a large-scale NIH study of enhancing organizational and individual readiness to address cardiovascular risk among individuals living with HIV. She was a fellow in the inaugural cohort of the NIMH/VA Implementation Research Institute and she serves on the editorial boards of *Implementation Science* (BMC), *Women's Health Issues* (Elsevier), and the recently launched *Implementation Research and Practice* (Sage).

Dr. Hamilton has been a consultant with ResearchTalk for over 20 years, providing direct support to clients as well as serving as faculty for several of the Qualitative Research Summer Intensives and mentor at ResearchTalk's Qualitative Methods Camps. At recent Intensives, she has taught courses on qualitative methods in implementation research, rapid qualitative research methods, qualitative grant-writing, qualitative interviewing, integrated mixed methods research, and enhancing the usefulness of qualitative research. Dr. Hamilton is a co-author on Dr. Ray Maietta's *Sort and Sift, Think and Shift* (forthcoming, Guilford).

Ray Maietta

Raymond C. Maietta, Ph.D. is president of ResearchTalk Inc., a qualitative research consulting company based in Long Island, New York and Cary, North Carolina. A Ph.D. sociologist from the State University of New York at Stony Brook, with postdoctoral training at Indiana University, Ray's interests in the art of qualitative research methods motivated him to start ResearchTalk in 1996. ResearchTalk Inc. provides project consultation and co-analysis services on all phases of qualitative analysis to university, government, not-for-profit, and corporate researchers.

More than 20 years of consultation with qualitative researchers informs Dr. Maietta's publications and a current methods book he is writing:

- "Systematic Procedures of Inquiry and Computer Data Analysis Software for Qualitative Research," co-authored with John Creswell, in *Handbook of Research Design and Social Measurement* (2002, Sage)
- "State of the Art: Integrating Software with Qualitative Analysis" in *Applying Qualitative and Mixed Methods in Aging and Public Health Research*, edited by Leslie Curry, Renee Shield, and Terrie Wetle (2006, American Public Health Association and the Gerontological Society of America).
- "The Use of Photography As a Qualitative Research Method" in *Visualizing Social Science*, edited by Judith Tanur (2008, Social Science Research Council).
- "Qualitative Software" in the *Sage Encyclopedia of Qualitative Research Methods*, edited by Lisa Given (2008, Sage).
- "Integrating Qualitative and Quantitative Analysis with MAXQDA" in *Journal of Mixed Methods* (April 2008, Sage).
- "The Symbolic Value and Limitations of Racial Concordance in Minority Research Engagement", co-authored with Craig S. Fryer, Susan R. Passmore, et al., in *Qualitative Health Research (*March 2015, Sage).
- *Sort and Sift, Think and Shift* (forthcoming, Guilford).

Ray's work invites interactions with researchers from a range of disciplinary backgrounds. He is an active participant at conferences around the country including invited presentations at American Evaluation Association, American Anthropological Association, and American Sociological Association.

Matt Omasta

Matt Omasta is Associate Professor and Associate Department Head from Utah State University's Departments of Theatre Arts. He is author of *Qualitative Research: Analyzing Life* (with Johnny Saldaña, SAGE, 2018), and texts employing qualitative inquiry including *Play, Performance, and Identity* (with Drew Chappell, Routledge, 2015), *Playwriting and Young Audiences* (Intellect, 2017), and *Impacting Audiences: Methods for Studying Change* (with Dani Snyder-Young, Routledge, forthcoming). He has published an array of articles in journals including the *International Journal for Education and the Arts*, *Research in Drama Education: The Journal of Applied Theatre and Research*, *Performance Matters, Theatre Topics, Youth Theatre Journal, Theatre for Young Audiences Today*, and *Teaching Theatre*. His research has been recognized by awards from the American Educational Research Association, the American Alliance for Theatre and Education, and the Educational Theatre Association, among others.

Trena Paulus

Trena Paulus, Ph.D., is a Professor in the Research Division, Department of Family Medicine, Quillen College of Medicine, East Tennessee State University. She is author of *Doing Qualitative Research with Digital Tools* (Sage, 2020); *Looking for Learning, Insight and Transformation in Online Talk* (Routledge, 2019); and *Digital Tools for Qualitative Research* (Sage, 2014). Dr. Paulus has published over 60 peer-reviewed journal articles on topics related to qualitative research technologies, language-based methodologies for investigating online conversations, and online learning. Dr. Paulus consults and provides workshops on the use of digital tools, discourse analysis, and social media platforms in a variety of research contexts in the U.S. and internationally. She is a certified professional trainer for ATLAS.ti.

Rashawn Ray

Rashawn Ray, Ph.D., is a David M. Rubenstein Fellow at The Brookings Institution, and Associate Professor of Sociology and Executive Director of the Lab for Applied Social Science Research (LASSR) at the University of Maryland, College Park. He is also one of the co-editors of Contexts Magazine: Sociology for the Public (Sage). Formerly, Ray was a Robert Wood Johnson Foundation Health Policy Research Scholar at the University of California, Berkeley. Ray's research addresses the mechanisms that manufacture and maintain racial and social inequality with a particular focus on police-civilian relations and men's treatment of women.

His work also speaks to ways that inequality may be attenuated through racial uplift activism and social policy. Ray has published over 50 books, articles, and book chapters, and 15 op-eds. Recently, Ray published the book *How Families Matter: Simply Complicated Intersections of Race, Gender, and Work* (with Pamela Braboy Jackson) (2018, Lexington) and another edition of *Race and Ethnic Relations in the 21st Century: History, Theory, Institutions, and Policy* (2017, Cognella), which has been adopted nearly 40 times in college courses. Ray has written for *New York Times*, *Huffington Post*, *NBC News*, *The Conversation*, and *Public Radio International*. Selected as 40 Under 40 Prince George's County and awarded the 2016 UMD Research Communicator Award, Ray has appeared on *C-Span*, *MSNBC*, *HLN*, *Al Jazeera*, *NPR*, and *Fox*. His research is cited in *CNN*, *Washington Post*, *Associated Press*, *MSN*, *The Root*, and *The Chronicle*. Previously, Ray served on the 50th Anniversary of the March on Washington Planning Committee and the Commission on Racial Justice with Alpha Phi Alpha Fraternity, Inc.

Johnny Saldaña

Johnny Saldaña is Professor Emeritus from Arizona State University's (ASU) School of Film, Dance, and Theatre in the Herberger Institute for Design and the Arts, where he taught from 1981 to 2014. He received his BFA in Drama and English Education in 1976, and MFA in Drama Education in 1979 from the University of Texas at Austin.

Saldaña is the author of *Longitudinal Qualitative Research: Analyzing Change through Time* (AltaMira Press, 2003); *The Coding Manual for Qualitative Researchers* (3rd ed., Sage Publications, 2016; translated into Korean, Turkish, and Chinese-Simplified); *Fundamentals of Qualitative Research* (Oxford University Press, 2011); *Ethnotheatre: Research from Page to Stage* (Left Coast Press, 2011); *Thinking Qualitatively: Methods of Mind* (Sage Publications, 2015); a commissioned title for Routledge's World Library of Educationalists Series, *Writing Qualitatively: The Selected Works of Johnny Saldaña* (Routledge, 2018); co-author with the late Matthew B. Miles and A. Michael Huberman for *Qualitative Data Analysis: A Methods Sourcebook* (4th ed., Sage Publications, 2020); co-author with Matt Omasta

for *Qualitative Research: Analyzing Life* (Sage Publications, 2018); and the editor of *Ethnodrama: An Anthology of Reality Theatre* (AltaMira Press, 2005).

Saldaña's methods works have been cited and referenced in over 12,900 research studies conducted in over 130 countries, in disciplines such as K-12 and higher education, medicine and health care, technology and social media, business and economics, government and social services, the fine arts, the social sciences, human development, and communication.

Saldaña's research in qualitative inquiry, data analysis, and performance ethnography has received awards from the American Alliance for Theatre & Education, the National Communication Association—Ethnography Division, the American Educational Research Association's Qualitative Research Special Interest Group, New York University's Program in Educational Theatre, and the ASU Herberger Institute for Design and the Arts. He has published a wide range of research articles in journals such as *Research in Drama Education*, *The Qualitative Report*, *Multicultural Perspectives*, *Youth Theatre Journal*, *Journal of Curriculum and Pedagogy*, *Teaching Theatre*, *Research Studies in Music Education*, *Cultural Studies/Critical Methodologies*, the *International Journal of Qualitative Methods*, and *Qualitative Inquiry*, and has contributed several chapters to research methods handbooks.

Kevin Swartout

Kevin Swartout, Ph.D., is an Associate Professor in the Department of Psychology with a secondary appointment in the School Public Health at Georgia State University in Atlanta, GA. He earned his Ph.D. in Psychology from the University of North Carolina at Greensboro. His research focuses on social influence of harassment and violence, as well as trajectories of violent behavior and victimization across the lifespan. He has received early-career awards from the International Society for Research on Aggression, Southeastern Psychological Association, and Georgia State University. Dr. Swartout has published numerous peer-reviewed research articles and frequently speaks at national and international conferences. He has been a qualitative research consultant with ResearchTalk Inc. for over ten years. In this capacity, he has regularly taught short courses on qualitative and mixed methods research as well as qualitative data analysis software. Dr. Swartout frequently serves as a scholar at ResearchTalk's Qualitative Research Summer Intensive and as a mentor at ResearchTalk's Qualitative Data Analysis Camps, and he is also a co-author on Dr. Ray Maietta's *Sort and Sift, Think and Shift* forthcoming publication.

Sarah Tracy

Dr. Sarah J. Tracy (Ph.D., University of Colorado, 2000) is Professor of qualitative methodology and organizational communication in The Hugh Downs School of Human Communication at Arizona State University, in Tempe, AZ, United States. She has led over 25 qualitative workshops around the world for students, professors, and professionals in multiple disciplines. Sarah created the "Eight big-tent criteria" model for excellent qualitative research and is author of *Qualitative Research Methods: Collecting Evidence, Crafting Analysis, Communicating Impact* (2nd Edition, 2019, Wiley), a YouTube channel called *Get Your Qual On,* and more than 90 scholarly monographs. Her workshops aim to leave participants practicing specific qualitative crafts that can be immediately incorporated to improve the rigor, impact, beauty, and accessibility of research. She approaches research from a use-inspired standpoint and endeavors toward creating scholarship that inspires wisdom, compassion, transformation, and well-being.

Publications, an occasional blog, YouTube channel, and more information:
http://www.sarahjtracy.com/
https://humancommunication.clas.asu.edu/sarah-tracy
https://www.youtube.com/channel/UCs650R3zTPitGjT2GuqUGuw/videos